

ADAPTIVE CAREER BEHAVIOR AS CAREER DEVELOPMENT FOR NEW EMPLOYEES IN THE LOGISTICS INDUSTRY

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ABSTRACT

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Received: 4 May 2020
Revised: 6 September 2020
Accepted: 11 September 2020
Published: 27 October 2021

Citation:
Lertputtarak, S. and Samokhin, D. (2021). Adaptive career behavior as career development for new employees in the logistics industry. *Humanities, Arts and Social Sciences Studies* 21(3): 477-490.

The objective of this research is to explore hiring managers' expectations and alumni's perceptions toward adaptive career behavior as career development for new employees in the logistics industry and to provide guidelines for career adaptability for students and new employees in the logistics industry. The research methodology was qualitative research by using in-depth interviews. The research participants were 11 human resources managers in logistics companies or managers who are responsible for logistics duties or their representatives, and 9 employees who graduated with a bachelor degree from the Faculty of Logistics, Burapha University. The results showed that applicants should have language skills, as well as computer skills. They should have knowledge about logistics, negotiation and coordination skills. New employees must understand the details about the company and its business. They should learn how to apply their knowledge to reality. They must be eager to learn new things and think positively and show their creativity. For undergraduate students to prepare for future job applications, students should study English for communication, learn Microsoft Excel, Word, SAP program, and QCC. Students have to find advisors to teach them about how to perform their job and adapt to a work environment. Students should have the placement of a career path that matches their lifestyle, review knowledge from the classroom and participate in an internship program. Faculties of Logistics and educational institutions should provide students with more opportunities to learn English for communication, as well as organizing a class of presentation skills by providing a comfortable topic for students to practice English. Students should see a real work environment at least once per semester and find an internship which is suitable for them. The universities should have guest speakers with experience of working in logistics organizations involved in the teaching process.

Keywords: Adaptive career behavior; career development; logistics industry

1. INTRODUCTION

In modern society, individual career development and career planning are essential components for personal success. Career planning is also a requirement for graduates with bachelor degree in Thailand to plan

for their future career. They need to work in organizations and adapt to work in harmony within a new environment and gain sustainable development to achieve their career path.

Nowadays, recent graduates face several difficult situations. For instance, (1) the current unemployment rate among newcomers to the labor market is quite high, (2) newcomers are more likely to experience a job mismatch, and (3) newcomers suffer from job dissatisfaction because they do not have career adaptability skills (Kahn, 2010; Koen et al., 2012). There has been a rising number of research papers to understand how individuals, through their self-regulatory capacities responding to the changing nature of careers (Guan et al., 2013; Tolentino et al., 2014; Chan and Mai, 2015). Much work has been done to study the predictors of an individuals' objective and subjective career success (Ng et al., 2005). From the study by Lui (2017), the researcher found that undergraduate students did not realize the importance of career planning. The results of surveying Chinese students demonstrated that 17% have never planned their career, and 34% have simple planning while 16% have not planned anything. Pollock (2014, cited in Nilsson and Ripmeester, 2016) studied about how well undergraduate students prepare for working conditions after graduation. The sampling of his study was 200 recent graduates, and the results showed that students tried to prepare themselves in order to be ready for their career after graduation. Eighty-seven percent of the graduates looked for more career advice from their lecturers to guide them in the transition from campus to career and students unprepared for the real world of work were 46%.

According to career adaptivity theory (Savickas, 1997; Savickas, 2005), career development is the process of adaptation of human beings as a series of transitions from school to work, from one career to another career or from one organization to another organization. The transition from university life to work life is an important step for graduates. In order to be full-time employees, they need to leave their student life behind. They must make the correct decision for their career success (Koen et al., 2012).

In order to better understand and develop proper career skills, people need to understand the career development process as it is an essential process to make effective planning. The components of career planning include personal skills, interests, knowledge, and motivation that demand action plans to fulfill specific goals. It is essential to guide the students while they are studying in university regarding their future career and prepare them to adapt to the changing environment within an organization and any business interaction in their future workplace.

The Faculty of Logistics is one of the outstanding faculties that produce professional students in the field of logistics to work for Thai and foreign companies in Thailand. Currently, Thailand is a member of ASEAN which has outstanding roles for its significant contributions to the global economy. Thailand will show an important role in building connectivity among countries both within and outside ASEAN. Thailand aims to become a transport hub with connections to countries elsewhere in the world. This will bring tremendous advantages and benefits to the business sector. This will be a great opportunity for sustainable economic growth in Thailand. Hence, it is essential that government and business owners have a clear concept of how to use these advantages to create the most benefit for their organization and country.

It is the duty of the teachers, faculty and university to provide students with sufficient knowledge for career adaptability to be successful in their future job performance. It is essential to develop students to cope with the career demands by passing standard hiring criteria and gaining the ability to deal with the changing nature of life (Tolentino et al., 2014). Job performance relates to the ability to work on important tasks (Ohme and Zacher, 2015), work engagement (Rossier et al., 2012), promotions (Chan et al., 2015), career plateaus (Jiang, 2016), career satisfaction (Chan and Mai, 2015), and career outcomes together with other wellbeing indicators (Jiang, 2016).

In sum, the study of career adaptability will bring guidelines for recommending implications for understanding self-regulative capacities that guide students who will be new employees to successfully prepare and perform their tasks, as well as have ability to face challenging situations throughout the span of an individual's career. The benefits of this study help students develop and enhance career adaptability to make a successful transition from university to the world of work.

Research questions

The research questions that this research is going to investigate are identified as follows:

1. What are hiring managers' expectations and alumni's perceptions toward adaptive career behavior as career development for new employees in the logistics industry?
2. What should students and new employees in the logistics industry do for career adaptability?

Purpose of the research

1. To explore hiring managers' expectations and alumni's perceptions toward adaptive career behavior as career development for new employees in the logistics industry.
2. To provide guidelines of career adaptability for students and new employees in the logistics industry.

Conceptual framework

The Conceptual framework of this research is shown in Figure 1.

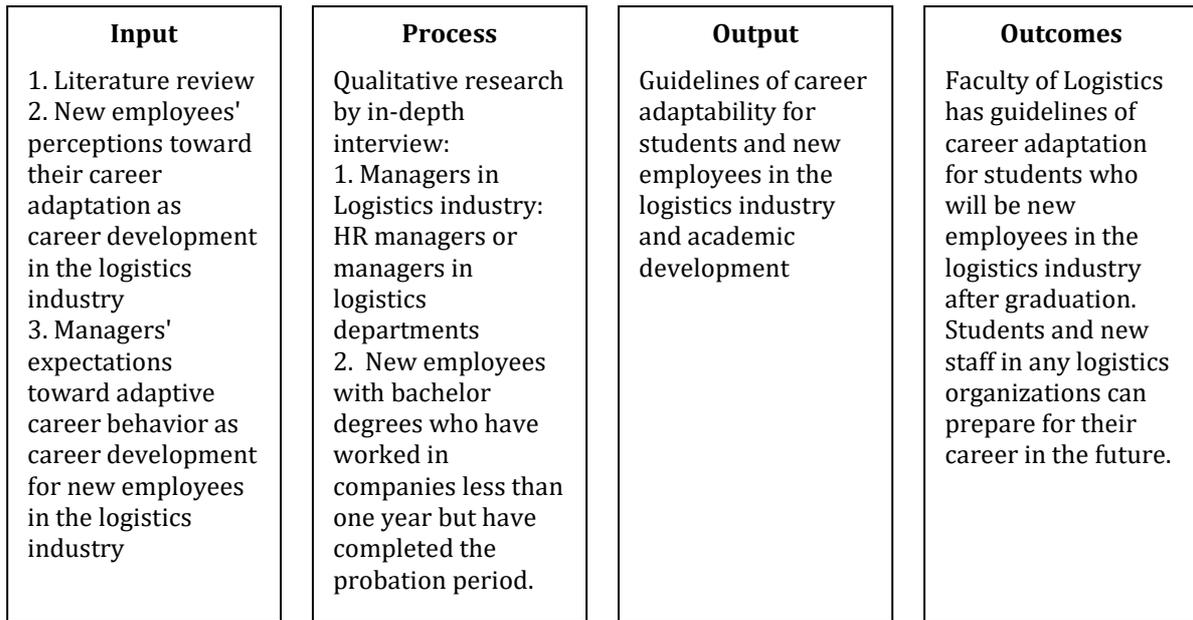


Figure 1: Conceptual Framework

Research contributions

This research can bring benefits to the Faculties of Logistics and help students develop and enhance career adaptability to make a successful transition from educational institutions to the world of work. Moreover, this study is also beneficial because it gives valuable information for career counselors and organizational psychologists to expand career guidance and support services to new employees.

2. LITERATURE REVIEW

Career adaptability

The theory of career adaptability evolved from Donald Super's work in the 1950s. Super (1957) developed Life Span Life Space Theory which advocated focusing on career development processes along with personal interests, skills and personality characteristics. Super expanded career maturity to include broader lifespan, career development, renaming the concept of "career adaptability". Later in 2005, Savickas developed his Career Construction Theory (CCT) based on Super's Life Span Life Space Theory.

Career adaptability includes the attitudes, competencies, and behaviors that individuals use to perform tasks in a proper way (Savickas, 2005). Individuals investigating tasks aimed at creating self-understanding and knowledge about work in order to make intelligent occupational choices. Career adaptability consists of skills and attributes that bring the achievement on track for prescriptive career transitions.

As the environment changes, work conditions also change. It is important for individuals to know how to manage in regards to external change. Savickas (2002) explained about attitudes and initiatives that enable a person to adapt to a rapidly changing workforce and economy and try to engage with them. This is valuable for this research, as it can show the importance of career adaptability. The benefits of adaptability of the career can also help when planning and evaluating which jobs would best suit a person. Then it is suitable for not only people at work, but also for social workers who work with those people.

Factors related to success in career adaptability

1. Demographic factors

Demographic factors can influence workers' career mind-set when adapting to work. Bubany et al. (2008) demonstrated that gender is an important factor on individuals' career planning and choice-making process. Buddeberg-Fischer et al. (2003) showed that women have greater practicality in making career planning than men. Hirschi (2009) found that age also impacts workers' career planning or stages of their career resilience. Professional planning and choice making are positively correlated with age, as increasing work experience and lifestyles from year to year (Bubany et al., 2008).

2. Sense of control

Sense of control is also a key variable in career development. Sense of control is the degree to which workers typically experience when managing their lives (Lachman and Weaver, 1998). Millar and Shevlin (2007) found that undergraduate students with an inner locus of control have higher ranges of career choice self-efficacy, higher career aspirations, extra career decidedness, and much less career preference tension.

3. Social support

Social support also is an important variable in career adaptability as individuals gain social assistance from being part of a community. Cohen and Wills (1985) have defined social support as informative, instrumental, emotional, and companionship. Information can be gained from a social network by acquiring data, training, and receiving recommendations. Instrumental help brings a sort of structural support in the form of material such as money or items and so forth. While, emotional support is related with getting affinity, recognition and acceptance from people. Lastly, companionship is a sense of belonging to a social network, they do not have to be alone in this world. On the other hand, loss of social support causes tension and depression (Hipkins et al., 2004) and any psychological problems (McCarthy et al., 2002).

4. Self-efficacy

Self-efficacy has an impact on the process of career decision making (Ali et al., 2005). Researchers in career development and practice evidenced the influential role of self-efficacy in career planning. Self-efficacy is one's beliefs about abilities, capabilities to perform certain actions successfully in life, to fulfill specific goals or to be able to deal with troubling situations (Bandura, 1995). Social cognitive theory assumes that the interaction between self-beliefs and environment can shape people's behavior (Bandura, 1986). People who have high self-efficacy usually have a willingness to achieve goals, tasks and settings. After people with high self-efficacy have accomplishments, they set up new ones and plan new ways to succeed again (Luszczynska et al., 2005). Di Fabio and Kenny (2012) showed that self-efficacy beliefs and interests were precursors to determine educational aspirations.

5. Self-esteem

Self-esteem connects to the degree of positive or negative sentiment of individuals toward themselves (Rosenberg, 1965). People who think positively toward themselves generally can cope with challenges throughout the career development process. Betz et al. (1996) conducted research by collecting data from college students as samples, they found a critical component of self-esteem has an impact on academic achievement, psychological distress, and depression, and also found it as the mediator variable on an individual's sense of personal control and personal achievement (Lu and Wu, 1998; Ormel and Schaufeli, 1991; Stupnisky et al., 2007).

6. Career optimism

Career optimism is an individuals' positive expectations for the future (Carver et al., 2010). Scheier et al. (2001) stated that optimists have more abilities to solve problems and can control behaviors and decision making. They know how to explore information and make plans. They are happy in life because of their specific characteristics such as humor, looking from positive perspectives, and being open to changes. They usually gain longer friendships and are satisfied with those relationships (Geers et al., 1998). Optimists received greater social support (Brissette et al., 2002). Savickas (2002) mentioned optimism makes people gain awareness about upcoming vocational tasks and occupational transitions, which is essential for individuals to acquire a sense of career adaptability.

7. Resilience

When people face challenging situations, those who have resilience represent their autonomy and get ready to take responsibility. Buyukgoze-Kavas (2016) conducted his research at one of the universities in Turkey and used undergraduate students as sample group. He found that resilience had a positive relationship and can significantly predict career adaptability. Resilience enabled students to maintain and learn to adapt well to changing conditions (Warner and April, 2012).

8. Hope

Hope is in the form of an individual's perception for motivating people to achieve the goals (Hirschi, 2014). Hope is considered an important psychological factor for self-directness, adaptability and resilience. Positive psychology of hope is a necessary feeling to drive career adaptability (Hirschi et al., 2015).

9. Work values

Work values play an important role in the career of an individual. According to Rokeach (1973), values relate to the human needs and desire towards any situation that happens in life. These work values assist in defining career paths and goals of individuals (Brown, 2002).

10. Work experience

Nowadays HR managers seek to hire workers with work experience. Undergraduate students should gain work experience during higher education. Work experience is a significant demand factor in a graduates' transition to the labor market. The more work experience, the more value an individual has for employability (Blasko et al., 2002). Beavis et al. (2005) found that students who engaged in part-time work seemed to have more opportunity to be hired than students who had less work experience. People who have work experience are able to develop a clearer understanding of the world of work. Hence, students who participate in internship programs and other workplace-based experiences have a higher rate for job search success and more easily make the change from their school-to-work transitions. The number of hours which university graduates joined internships was found to be a significant influence on the success of their job search efficiency in the future (Callanan and Benzing, 2004). In addition, extracurricular activities are claimed to be of great value when graduates apply for a job. Students should participate in academy or student unions because they are related to higher levels of institutional adaptation for career development in the future (Almeida et al., 2012).

3. RESEARCH METHODOLOGY

The rational of using qualitative research and in-depth interview

Qualitative research is one of the popular forms of research methodology because it can help researchers explore the phenomenon of participants' consciousness, experiences, and worldviews. The in-depth interview has been selected as the data collection method because it is suitable when the researcher wants to study the individual's opinions and use his/her words for data interpretations (Minichiello et al., 1995).

Open-ended questions within a semi-structured interview guide were used in the study. The questions were checked for content validity by 5 experts in human resource management. The validity results showed that all open-ended questions were greater than 0.5 (Rovinelli and Hambleton, 1997). It implied that the contents for each question are valid.

Research participants

The number of participants was based on Morse (1994) who found that saturation of data is expressed by the first six interviewees. However, the researchers did in-depth interviews until obtaining the saturated data.

Two groups of participants were selected for qualitative research by using the snowball sampling technique (key informants were recommended by referrals). Researchers did in-depth interviews until the data was saturated and the number of participants/key informants were as follows:

1. 11 Human resource management managers in logistics companies or managers or their representatives responsible for logistics duties.
2. 9 employees who graduated with bachelor degree from the Faculty of Logistics, Burapha University, and had passed the probation period and worked in logistics companies or companies which have logistics departments.

Data collection technique

1. Primary data is the data which is gathered from fieldwork by executing the following steps.

Researchers designed the open-end questions which covered and conformed to the objective of this research. Before starting the in-depth interviews, the researchers gave the interview questions to all participants and explained the background and the purpose of the research. Prior to the interviews, the researchers also explained about how they stored and used the interview information.

Then the researchers not only conducted interviews in the participants' offices but also did telephone interviews during a convenient time to maximize privacy. The researchers asked for permission to use a tape recorder to record the interviews. During the interview, the researchers spent around 20-45 minutes per person. The researchers stored data collection in a personal computer and an iPad in chronological order according to dates. To ensure reliability, the researchers transcribed each interview immediately after the interview. Researchers submitted the recorded interviews and transcripts to each participant in order that he or she could check whether there were misinterpretations.

There were two general sections in the interview. The first one focused on the personal data of key informants about their gender, age, working experience, position, and types of industry. The second section was related to qualifications and necessary skills for applicants who have completed a bachelor's degree, sources of information to find jobs, new employee assessment, recommendations for new graduate employees to adapt in order to be able to work effectively in the organization, and suggestions to universities in preparation for undergraduate students to find new jobs after graduation.

2. Secondary data is the data which is obtained from reviewing articles, journals, books, and related research papers.

Ethical considerations

Certain ethical issues were considered because this study involved the opinions and perspectives of the participants. The interview questions avoided touching any areas of weakness. Researchers did not force key informants to answer questions that they did not want to answer. The environment during the interviews was relaxing and friendly. Before any interviews, the respondents were informed personally about the purpose and the research methodology of this study. During the interview process, respondents had the right to withdraw from participation in the study at any time. After finishing this research project, the researchers kept the data in a safe box at the researcher's office for five years.

Data analysis

After finishing the interview process of each participant, the researchers transcribed recorded interviews and checked data for accuracy. Researchers transcribed the recorded interviews by coding data into themes and subthemes. The technique of data analysis was content analysis which consisted of coding, interpretive techniques, and recursive abstraction to get ideas and meanings about the participants' opinions. The researchers also removed data that were not related to the research objectives. The words of participants were highlighted and kept as quotations for report writing.

4. RESULTS AND DISCUSSION

The demographics of the informants are shown in Table 1 and Table 2.

Table 1: The Demographics of New Workers in the Logistics Industry Who Graduated with a Bachelor Degree from the Faculty of Logistics, Burapha University

Code	Gender	Age	Work experience as staff in current company	Company
A 1	Male	22	7 months	Tire manufacturer for buses and trucks
A 2	Male	22	8 months	Freight forwarding company
A 3	Female	23	10 months	Haulage contractor
A 4	Female	23	1 year	Freight forwarding company
A 5	Female	22	7 months	Electronic parts manufacturer
A 6	Male	23	5 months	Jewelry export company
A 7	Male	22	1 year	Automotive manufacturer
A 8	Male	23	5 months	Express shipping services
A 9	Male	22	1 year	Air-conditioner manufacturer

Table 2: The Demographics of Managers in the Human Resource Department or Logistics Department

Code	Gender	Age	Work experience as logistics managers or HR managers in current company	Company
M 1	Male	42	3 years	Vessel inspection services
M 2	Male	45	4 years	Logistics services for sugar manufacturer
M 3	Female	35	5 years	Automotive parts manufacturer
M 4	Male	36	6 years	Alcoholic beverage manufacturer
M 5	Male	55	30 years	Haulage contractor (Owner of business)
M 6	Male	40	8 years	Disposal of industrial waste services
M 7	Female	38	7 years	Automotive parts manufacturer
M 8	Male	37	5 years	Polymer and Plastics manufacturer
M 9	Male	40	13 years	Multimodal freight/warehouse/ transportation service (Owner of business)
M 10	Male	36	3 years	Industrial and automotive parts manufacturer
M 11	Male	38	5 years	Electric-vehicle battery manufacturer

Section 1: Qualifications and necessary skills of applicants who have completed a bachelor's degree without any work experience.

Table 3 shows theme and sub-theme of qualifications and necessary skills for applicants as mentioned by the informants.

Table 3: Theme and Sub-Theme of Qualifications and Necessary Skills for Applicants

Theme	Sub-theme
Bachelor degree	Applicants with a bachelor's degree in logistics or a related field.
General skills	Language skills such as English and Chinese Computer skills such as Microsoft Excel, Word, and PowerPoint
Work experience	Internship program experience
Specific skills and knowledge	Knowledge about logistics and business administration Negotiation and coordination skills Knowledge about demand- supply management Knowledge about work standards such as ISO Knowledge about the production management process Knowledge about document control systems such as SAP or ERP The ability to control emotions and attitude Teamwork skills Self-understanding skills

The key informants from human resource departments mentioned that the applicants must have a bachelor's degree in logistics or a related field such as engineering, science, or business administration. However, applicants who have knowledge about logistics and business administration especially financial and accounting knowledge usually deserve special attention. Moreover, language and computer skills are also important. M2, M3, M5, M7, and M9 mentioned that the bachelor's degree applicants must have GPA of 2.50-2.75 or higher. They should communicate in English fluently. They must have 550 TOEIC scores for staff in marketing and sales department while TOEIC scores of other departments can be in a range of 350-450. Applicants should have Chinese language skill (A1). Applicants must have computer skills on different programs such as Microsoft Excel, Word, and PowerPoint (M5, M7, and M9). Applicants should have work experience while studying in university by joining an internship program (A5 and A9). They must not be colorblind (A7).

Companies require more specific personal skills. Applicants who want to work in a logistics department must have negotiation and coordination skills because they not only deal with customers, but also liaise with other departments such as the sales department, planning department, production department, warehouse department, and shipping lines or freight forwarders to deliver products (M3, M5). They should obtain knowledge in freight or international transportation, freight charges, controlling the freight cost to meet the budget, the export process, and the preparation of export documents and delivery plan. Applicants need to understand the demand-supply management and work standards such as ISO to control the production management process (M5). They must understand document control systems such as SAP or ERP. These programs are based on ISO in controlling the audit procedures (M6).

During the interview, applicants should explain about their strengths and weaknesses and show the ability to control their emotions and attitude (A9). They must pass an aptitude test to check their emotional control and how they manage themselves when they face any kind of trouble. Furthermore, the company examines whether the applicants have the ability to be suitable for teamwork (M11).

Thus, it can be concluded that applicants should have language skills such as English and Chinese, as well as computer skills such as Microsoft Excel, Word, and PowerPoint. They should have knowledge about logistics, negotiation and coordination skills. They should pass an aptitude test, have the ability suitable for teamwork, and ability to control their emotions and attitude. The results of this study are supported by Samokhin and Lertputtarak (2017) that English was an important thing for working in the logistics industry. Bachelor's degree students should try to improve their language skills. While Gammelgaard and Larson (2001) found that the necessary basic skills for logistics in supply chain management were teamwork, problem solving, performance under pressure, and knowledge about logistics.

Section 2: The job vacancy announcements for new employees

New graduate students can find their new jobs from several sources of information. They search for job vacancies from the internet, newspapers, or even on announcement boards of companies. For example, M1-M11 and A1-A9 stated that applicants can find their jobs on websites of JobsDD, Jobtopgun and JobThai. They can also find information about job vacancies in social networks, such as Facebook and Line. In addition,

applicants either can get new jobs by looking for the organization's announcements or can derive news from current employees (A8, A2). Furthermore, there are many organizations which recruit their new employees by the recommendation from current staff (A9). Indeed Editorial Team (2021) stated that the new graduates can search both online and offline sources for job vacancies. Before they search for new jobs, they should think about what they really want to do at work. They should have a wide range of professional options available for them. They might select to pivot slightly toward a field, industry or role that complements their education background and they should think about the skills they feel most confident in and those attributes that make them unique.

Section 3: Work assessment for new employees

Dhammika (2013) wrote that companies measure employee performance in two dimensions. First, task performance captures core behaviors or expected behaviors on the job by formal authority of the firms. And second, contextual performance is employees' exhibited behaviors which are related to culture and context of organizations. Human Resource Managers informed that new employees' performance was measured after a 190-day trial period. The criteria to estimate their productivity are work discipline, competencies, and leadership (M2). Some companies also examine their responsibility in the job, punctuality, human relations, personality, and how well new staff adapt to get along with other people in the organization (M5, M7).

Applying results for guidelines of career adaptability for students and new employees in the logistics industry: Sections 4-6

Savickas (2005) explained in his career adaptability theory that when a person wants to find a new job, he takes part in investigative activities aiming at building self-understanding and knowledge about work in order to make intelligent occupational choices. Career adaptability theory contains four components (concern, control, curiosity and trust) that drive people to increase their adaptive coping and willingness to properly manage and anticipate changes in the career path. Work is very different from the general living environment and it is an essential part of most individuals' lives, and it is related to his/her personal well-being (Zhang et al., 2015). The recommendations below show the guidance for an understanding of how students should prepare for the real work environment after graduation.

Section 4: Recommendations for alumni who are new employees in an organization.

Table 4: Theme and Sub-Themes of Recommendations for Alumni Who Are New Employees in an Organization

Theme	Sub-theme
Recommendations for alumni who are new employees in an organization	New employees must understand the details about the company and its business.
	New employees should adapt to fit in with the organization.
	New employees must try to learn quickly and be alert all the time.
	New employees must try to be a part of new projects and show their creativity.
	New employees must practice English to be able to communicate fluently
	New employees must develop presentation skills.
	New employees must use Google to find more information.
	New employees must try to learn from the work handbook rather than just wait to be taught by senior staff.
	New employees must understand the rules of work.
	New employees must respect senior employees. (OK)
New employees must be patient and learn the job process.	

Theme and sub-themes of recommendations for alumni who are new employees in an organization are listed in Table 4. M8 stated that before starting work, new staff must understand the details about the company and its business. They should evaluate whether they like the working style, the company's culture and their jobs or not. They must know the work characteristics, what department they have to work for and the responsibilities for their positions because these things affect job satisfaction. New employees must adapt to the work environment and find ways to continuously improve their work performance (M10).

After new employees start working in companies, they should adapt to fit in with the organization. M11 informed that the new employees are usually very energetic at work. Their brains are full of theories from their classrooms. But they should understand that the actual work and theories from classrooms are different. Most importantly, they should learn to apply their knowledge to reality.

New employees must try to learn quickly and be alert all the time. They must be eager to learn new things and think positively (M11). If they do not understand any tasks, they should ask the senior staff and note down in order not to ask again and again (A4). Moreover, new employees must be friendly to everyone (A2). They should try to harvest knowledge in order to perform better (A2). For instance, new employees must

practice negotiation skills with customers. They can learn by observing how senior employees talk to customers. They should learn how to solve immediate problems (A3).

New employees must try to be a part of new projects and show their creativity. They can read reports in order to learn from mistakes of previous projects. They can cultivate and modify the lessons they learned to develop their ability to work in a project team (A7).

New employees must practice English to be able to communicate fluently (A5). New employees must develop presentation skills (A6). New employees must use Google to find more information (A7). New employees must try to learn from the work handbook rather than just wait to be taught by senior staff (A8). New employees must understand the rules of work. They should know how to behave in foreign companies and the culture of organizations. For example, employees have to attend work in the early morning. Employees must learn how to behave with employees of different ages. And lastly if new employees are not familiar with the job, they must be patient and learn the job process. They should not quit a new job easily (A9) or if they get a new job, they should inform the company. Therefore, the company can find someone to replace them in time (M1).

Section 5: Additional recommendations for undergraduate students to prepare for future job applications

Table 5: Theme and Sub-Theme of Recommendations for Undergraduate Students to Prepare for Future Job Applications

Theme	Sub-theme
Recommendations for undergraduate students to prepare for future job applications	Prepare language skills
	Prepare computer skills
	Acquire logistics knowledge
	Need consultants
	Settle the career path
	Practice to behave properly
	Build a network of partners
Review knowledge from classroom and participate in internship program	

As shown in Table 5, undergraduate students are recommended to prepare as follows:

1. Preparing language skills: Students should study English for communication (reading, listening, speaking, and writing) (M1, A4). They must have skills to reply and read e-mails from customers or suppliers. Students must prepare to serve foreign customers. For example, they should understand what customers want, places for delivery, time of delivery, order processing, guarantee, and standard certificates (M8, M10). Thai language communication is also an important skill. They should speak clearly because quite often when they have problems with costumers, they must understand what customers want and what information has to be shared with other people (M5).

2. Preparing computer skills: Students should learn Microsoft Excel, Word, SAP program, and QCC (M5, M8, A4).

3. Logistics knowledge: Students must know the job that they want to do. They must know the nature of the work to be done. They must distinguish how the knowledge learned must be applied, such as surface transport, air transport and cargo management system. They must understand the ticket page. They must understand cargo insurance (M2, M4, A3, A8).

4. The need for consultants: Students have to find some teachers as advisors to teach them about how to perform jobs and adapt to the working environment. However, students should learn work by themselves, by searching for information in Google or by viewing YouTube. If they have something that they do not understand, then they have to consult with an experienced employee (M1, M5, M9).

5. Settling the career path: Students must have work goals in long-term planning about how to grow in a future career for each year (M1). Students should have the placement of the career path that matches with their lifestyles. Some people may want to work in one place forever, but other people change jobs frequently. M9 stated that people who like to change jobs will grow faster. They should show their abilities to the public to become noticeable to headhunters searching for new people. If they dare to change jobs, then there is an opportunity to grow (M9). What job do they choose? Students must know first what they should do at this job. Students must choose the work that they like. If they do not like to work with documentation, then the import-export work is not for them. Or if they do not like the work at the production line, they should not apply to that kind of job. Students have to learn how to perform work well and how to solve problems. Before they are going to apply for a job, they must first learn about the culture of that company in order to ask themselves whether they like that culture or not.

6. Practicing to behave properly: While studying, students have to adjust to discipline, such as getting up early because in the company almost every morning is a time for a meeting. Or before they finish working, they must finish all daily tasks. They should not play games on mobile phones during work. Their Facebook

posts must be maintained confidentially. No photographic pictures are taken while they are working (M8). Students should be a person who easily adapts to situations, and if they have something that they do not understand, they should have the courage to ask. The company expects new ideas from them, they must show their creative thinking abilities by creating a logical working model that can be implemented and measured (M11).

7. Building a network of partners: Students should build a network of partners to exchange information (M3).

8. Reviewing knowledge from classroom and participating in internship program: The teaching materials of a university that teachers use in class can be used as a source of knowledge. Students should intend to work in the project to gain experience. They should participate in a 1-3 month internship that will be useful for their work. Students who have passed an internship program usually perform work better than students who have never had an internship experience. Some students who have passed many internship programs can work faster and learn better than students who have never had an internship. The turnover rate is higher in the group of students who have never done an internship (M1).

Section 6: Recommendations to the faculty and educational institutions in preparation for undergraduate students to find job when graduating

Table 6: Theme and Sub-Themes of Recommendations to the Faculty and Educational Institutions in Preparation for Undergraduate Students to Find Job After Graduation.

Theme	Sub-theme
Recommendations to the Faculty of Logistics and lecturers in preparation for undergraduate students to find job when graduating	Offer more opportunities to learn English communication skills and reading skill. Provide learning tasks for students to get experience in real work situation in the companies Encourage students to participate in internship program Invite guest speakers who can share knowledge and experience Invite specialists from different areas of logistics to give advice Teach students about moral and ethical awareness Use workshops simulation as a teaching method Hold open-house days for companies to come to meet the students Teach or train more about presentation skills

As listed in Table 6 above, the faculty and educational institutions are recommended as follows:

1. Students should have more chance to learn English communication skills and reading in English. Students should be trained to have the English language skills for real work situations. For example, they should learn polite e-mail response techniques, proper vocabulary for writing, e-mail and negotiation (M1, M3, A3, A9).

2. Students should be taken to see the real work environment, at least once per semester within a 4 year program, 6-7 times in different parts of logistics (A5). They should be allowed to go out to have an experience with the real work such as customs clearance that enables them to understand while they are sitting at a desk. Students should also be brought to see all processes, e.g., customer service, shipping, document, transportation, management, transportation phase through the airline, transportation through the boat line, etc. Lecturers should also show them the difference between what they learn in class and the real work in order to expand their understanding of the whole process. In case the faculty cannot arrange programs, lecturers should use videos to let students view reality and explain to them until they can understand the situation (M6).

3. Lecturers should have students participate in an internship which is suitable for them (M9, M10).

4. Guest speakers with experience of working in logistics organizations should be involved in the teaching process to transfer their knowledge to students because the logistics science is practical science. Teachers should have knowledge of different areas, such as knowledge of financial accounting, etc. (M1).

5. Specialists from different areas of logistics should be hired to share their knowledge with teachers and students in the university (M1, M6, M8).

6. Teachers at university should teach about moral and ethical awareness. Younger generation today sometimes forgets to do the right things. They are using social networks and other applications during the work process, and they insult colleagues and bosses. All of these bring difficulty to work in a team (M1).

7. Teaching methods should include workshops simulating a real job environment that allows students to role play as real logistics employees. They can study about tasks/process of work which are performed in each department in logistics companies, the coordination of work flow, sources of data, data transfer methods, and investigation of archived data (M11). Teachers should have students learn a lot until they can connect everything. Today's students do not understand the consistency of each subject studied; they

cannot find the link between the subjects that bring consistency. Therefore, teachers should teach them about the connection of various subjects (M1).

8. Open-house days should be held for companies to come to meet the students and the activities enable the companies to select students (A4).

9. Universities should organize a class of presentation skills by providing a comfortable topic for students to practice (M9, A5, A6).

Recommendations for students and new employees in the logistics industry

Following are recommendations for undergraduates who are ready to graduate and want to find a job in any organization: they should learn and practice more English language and computer skills such as Microsoft Excel, Word, SAP program, and QCC. They should develop their knowledge for working in logistics departments by consulting with lecturers or senior friends who work in logistics companies. Students must have work goals in long-term planning about how to grow in a future career. Students have to learn how to perform work well and how to solve problems. Before they are going to apply for a job, they must understand whether the company's culture is suitable for them or not. Students should prepare to easily adapt to all situations and to be ready to work in a team. Students should have experience by participating in any projects and they should participate in a 1-3 month internship program.

Following are recommendations for employees who graduate with a bachelor's degree: they should adapt themselves to work effectively in organizations. New employees must be able to adapt to a new work environment, find the ways to continuously improve their work performance by being very energetic at work, learn quickly and be alert all the time. If they do not understand any tasks, they should ask the senior staff. In addition, they should motivate themselves for self-study by harvesting knowledge from any sources of information both inside and outside the organization. New employees must try to be a part of new projects. They must show their creativity and ability to work in a project team. New employees must develop their computer skills and practice English to be able to communicate fluently.

Following are recommendations to the faculty and educational institutions to prepare undergraduates to have enough knowledge to work in logistics companies: the faculty should have additional class for students to have more chances to learn English for communication. Students should have more opportunities to do site visits at several companies in order to understand the difference between what they learn in class and real work. Moreover, lecturers should motivate students to participate in internship programs in order to gain experience. Companies want to hire staff who have work experience in an internship program. Teaching specialists from different areas of logistics should be hired to share their knowledge with teachers and students. Teaching methods should include workshops simulating a real job environment that allows students to role play as well as a class of presentation skills that allows students to know how to present their work or projects.

5. CONCLUSION

The transition from higher education to work has always been a stressful period for young adults because they suffer from stress brought from their student life. Career adaptivity is a common sense of personal development. Career development is driven by adaptation to environment from school to work, from job to job and from occupation to occupation. It is very important for students in university and new employees to motivate themselves to learn new things and improve their knowledge. When students are at university, they should prepare to have qualifications that companies require. They should have language skills such as English and Chinese, as well as computer skills such as Microsoft Excel, Word, and PowerPoint. They should have knowledge about logistics. They should have the ability to work as a team, and the ability to control their emotions and attitude. When they start working in any organization, they should try to get along well with the work environment and apply their knowledge to reality. They should learn quickly and be alert all the time. They must have personal goals in long-term planning for their future career path. It is essential for students to understand themselves and develop their skills in order to be successful in their career.

Recommendations for further study

Career adaptability is an important element for work life, so people have to develop their ability to be successful in organizations. They must develop their competencies too. Career competencies and career adaptability are related. Career adaptability is primarily reactive as they are about being able to adapt to constant changes while career competencies are primarily proactive as they relate to achieving a personal career fit. Therefore, research about developing competencies that help individuals to thrive in today's dynamic labor market has a value to conduct for further study.

Adaptability has been shown to have boundary conditions set by the culture environment, and then in further research, there should be a comparison of staff behavior in different contexts of several cultures, for example, Thai companies, Japanese companies, Chinese companies or other western companies. The results will bring a deeper understanding for new staff to suitably adapt in different types of organizations with different cultures.

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